

## Textbook Alignment to the Utah Core – World History

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_

Name of Company and Individual Conducting Alignment:  
\_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

- On record with the USOE.
- The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies, Sixth Grade World History Core Curriculum

Title: myWorld Geography, Western Hemisphere, © 2011 ISBN#: 0-13-251964-x

Publisher: Savvas Learning Company

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:  
100%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0%

**STANDARD I:** Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0 %

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1:</b> Explain why physical geography affected the development of early civilizations.				
<b>a.</b>	Identify the major physical features of the regions where ancient civilizations flourished.	<b>SE: 378, 383, 388, 394, 396, 402</b>		
<b>b.</b>	Describe how these features influenced the success or decline of the civilizations.	<b>SE: 378, 383-384, 388, 394, 396, 402</b>		
<b>c.</b>	Compare maps of these ancient civilizations to current political maps and make inferences about the continuing effects of physical geography on cultural development.	<b>SE: 134, 166, 206, 272, 276, 308, 321, 340, 378, 383, 388, 394, 396, 402, 403, 418, 502</b>		
<b>Objective 2:</b> Evaluate how religion has played a central role in human history from ancient times to today.				
<b>a.</b>	Explore the importance of religion in the cultural expression of ancient civilizations ( <i>e.g.</i> customs, artistic expression, creation stories, architecture of sacred spaces).	<b>SE: 100, 256, 257, 387, 396-397, 416, 495, 514-517</b>		
<b>b.</b>	Identify key tenets of the major world religions ( <i>i.e.</i> Buddhism, Christianity, Hinduism, Islam, Judaism).	<b>SE: 92-93, 100, 512-513</b>		
<b>c.</b>	Analyze how religious ideas influence current issues.	<b>SE: 92-93, 100, 495, 512-513, 514-517, 541</b>		
<b>Objective 3:</b> Explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations.				
<b>a.</b>	Identify forms of government within these civilizations.	<b>SE: 383-386, 392-393, 416</b>		
<b>b.</b>	Compare those forms to existing systems of governance in today's world.	<b>SE: 104-105, 106-107, 108-109, 114, 393, 416, 546</b>		
<b>Objective 4:</b> Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.				
<b>a.</b>	Identify innovations in manmade structures over time ( <i>e.g.</i> irrigation, roads, building materials) and their influence on meeting needs.	<b>SE: 218, 223, 256, 384-385, 395-396</b>		
<b>b.</b>	Examine the evolution and importance of writing.	<b>SE: 222, 252, 390-391</b>		
<b>c.</b>	Identify cultural expressions that reflect these systems ( <i>e.g.</i>	<b>SE: 252, 253, 387, 390-391,</b>		

	architecture, artistic expression, medicine, philosophy, drama, literature).	396		
d.	Compare social classes, vocations, and gender roles within ancient civilizations.	SE: 387-389, 393		
<b>Sixth Grade Standard II: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ <u>0</u> %		
<b>OBJECTIVES &amp; INDICATORS</b>		<i>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	<i>Coverage in Ancillary Material (titles, pg #'s, etc.)</i>	<i>Not covered in TE, SE or ancillaries ✓</i>
<b>Objective 1:</b> Explain how physical geography affects economic and cultural expansion.				
a.	Identify natural resources and physical features that affected expansion.	SE: 432-437, 462		
b.	Describe the development of international trade via the desert, sea, and land and the resultant cultural exchanges between Asia, the Middle East, and Europe ( <i>e.g.</i> the Silk Road)	SE: 409-410, 435, 462		
<b>Objective 2: Explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.</b>				
a.	Explain the influence of religion on cultural expression ( <i>e.g.</i> the arts, architecture, government, education, family structure).	SE: 400-401		
b.	Compare relations between the Muslim, Christian, and Jewish faiths during the Middle Ages, Renaissance, and the modern world ( <i>e.g.</i> Crusades, periods of peaceful coexistence, periods of conflict).	SE: 401, 408-411, 416-417		
<b>Objective 3:</b> Examine how systems of governance began steps toward self-rule during the Middle Ages and the Renaissance.				

a.	Examine relationships between significant events and ideas and their influence on systems of government ( <i>e.g.</i> the rise of the merchant class, the Magna Carta, the impact of the Black Death, Germanic tribes, feudalism, manors, city-states).	SE: 404-405, 410-415, 416		
b.	Compare individual rights of people in the United States today with the rights of selected groups in the Middle Ages and the Renaissance ( <i>e.g.</i> serfs, nobility, merchant class).	SE: 404-405, 406-407, 413, 416		
<b>Objective 4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.</b>				
a.	Investigate how technological and scientific developments of the time promoted literacy and the exchange of ideas that continue to this day ( <i>e.g.</i> moveable type, telescope, microscope).	SE: 424, 438-439		
b.	Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture ( <i>e.g.</i> Machiavelli, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis).	SE: 423-425, 462		
<b>Sixth Grade Standard III: Students will understand how revolutions have had an impact on the modern world.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0</u> %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in Ancillary Material (titles, pg #'s, etc.)</b>	<b>Not covered in TE, SE or ancillaries ✓</b>
<b>Objective 1: Understand processes of revolution.</b>				
a.	Examine social, religious, and economic issues that may lead to revolution.	SE: 440-441, 438, 439		
b.	Identify and compare how revolutions develop in multiple areas of human life ( <i>e.g.</i> scientific, agricultural, industrial, political, medical).	SE: 438-443, 462		
<b>Objective 2: Analyze the impact of selected revolutions.</b>				
a.	Identify representative people from selected revolutions	SE: 426-429, 440-441		

	(e.g. Napoleon, Martin Luther, James Watt, Isaac Newton, Madame Curie, Anton Van Leeuwenhoek).			
<b>b.</b>	Examine the outcomes of selected revolutions (e.g. the Scientific and Industrial revolutions, the Reformation, the French Revolution).	<b>SE: 426-429, 438-443, 462</b>		
<b>Sixth Grade Standard IV: Students will understand current global issues and their rights and responsibilities in the interconnected world.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ <u>0</u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.</b> Analyze how major world events of the 20 <sup>th</sup> century affect the world today.				
<b>a.</b>	Identify key events, ideas, and leaders of the 20 <sup>th</sup> century (e.g. World War I, World War II, the Cold War, the Korean and Vietnamese conflicts, dynamic Asian economies).	<b>SE: 150, 151, 444-449, 452-455, 456-461, 546-549, 550-551</b>		
<b>b.</b>	Describe the impact of these events on the world today.	<b>SE: 452-459, 460-461, 462, 552-557</b>		
<b>Objective 2:</b> Explore current global issues facing the modern world and identify potential solutions.				
<b>a.</b>	Investigate pressing issues facing the world today (e.g. environmental, pollution, political turmoil, hunger, poverty, genocide, famine, natural disasters, child labor).	<b>SE: 145, 176-177, 216-217, 250-251, 298, 330, 360, 364-367, 459, 473-474</b>		
<b>b.</b>	Identify potential solutions to pressing issues.	<b>SE: 54-55, 82, 114, 126, 268-269, 306-307, 338, 368, 462, 500, 528-529, 562-563</b>		
<b>c.</b>	Identify individuals and groups making positive changes in the world today and support these choices with evidence.	<b>SE: 55, 82, 103, 111, 126, 307, 463, 529, 563</b>		
<b>Objective 3:</b> Determine human rights and responsibilities in the world.				

<b>a.</b>	Identify rights considered essential for all humans ( <i>e.g.</i> health care, education, safety, freedom from fear, freedom of expression).	<b>SE: 106-107, 108-109, 111, 114-115</b>		
<b>b.</b>	Propose steps individual students can take to protect these rights ( <i>e.g.</i> support for sister schools, energy and resource conservation, letter writing, career choices, fundraising efforts).	<b>SE: 103, 112-113, 114-115</b>		

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